

## Math Myth 1

**Fractions are always parts of a whole.**

I can help ☐ Bust or ☐ Confirm this myth with the following

Evidence/Data:

Observation:

☐ I think more evidence is needed for us

## Math Myth 2

**The closer together the numerator and denominator of a fraction are, the bigger the fraction.**

I can help ☐ Bust or ☐ Confirm this myth with the following

Evidence/Data:

Observation:

☐ I think more evidence is needed for us

## Math Myth 3

**All lessons should be 3-part lessons.**

I can help ☐ Bust or ☐ Confirm this myth with the following

Evidence/Data:

Observation:

☐ I think more evidence is needed for us

## Math Myth 4

**The best way to accommodate students with learning disabilities is to break a task down into very small steps.**

I can help ☐ Bust or ☐ Confirm this myth with the following

Evidence/Data:

Observation:

☐ I think more evidence is needed for us

## Math Myth 5

**A mathematics topic e.g., Fractions, can be taught effectively over a period of time and doesn't need a concentrated timeframe.**

I can help ☐ Bust or ☐ Confirm this myth with the following

Evidence/Data:

Observation:

☐ I think more evidence is needed for us to decide.

## Math Myth 6

**Focusing on instructional strategies during professional learning will naturally provide opportunities for deepening specialized content knowledge for teaching mathematics.**

I can help ☐ Bust or ☐ Confirm this myth with the following

Evidence/Data:

Observation:

☐ I think more evidence is needed for us to decide.

## Math Myth 7

**Open questions cannot be marked objectively.**

I can help ☐ Bust or ☐ Confirm this myth with the following  
Evidence/Data:

Observation:

☐ I think more evidence is needed for us to decide.

## Math Myth 8

**Using a blend of observation, conversation, and product is  
a viable way to collect *Assessment of Learning* data.**

I can help ☐ Bust or ☐ Confirm this myth with the following  
Evidence/Data:

Observation:

☐ I think more evidence is needed for us to decide.